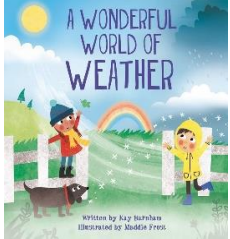
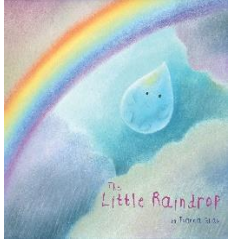
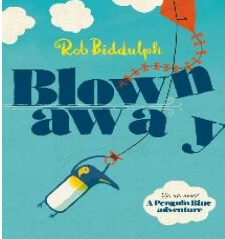
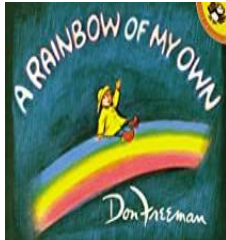
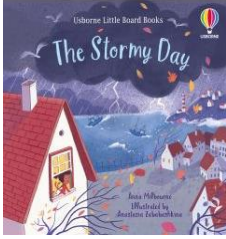





**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 2 2024**  
**Phase Foundation Stage Year Group Foundation Stage 1**



	<b>Week 1</b> <b>Wk Beg 19.02</b>	<b>Week 2</b> <b>Wk Beg 26.02</b>	<b>Week 3</b> <b>Wk Beg 04.03</b>	<b>Week 4</b> <b>Wk Beg 11.03</b>	<b>Week 5</b> <b>Wk Beg 18.03</b>	<b>Week 6</b> <b>Wk Beg 25.03</b>
<b>Characteristics of Effective Teaching and Learning</b>	<b>Playing and Exploring – Engagement</b> Finding out and exploring Playing with what they know Being willing to 'have a go'		<b>Active Learning – Motivation</b> Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do		<b>Creating and Thinking Critically – Thinking</b> Having their own ideas (creative thinking) Making links (building theories) Choosing ways to do things (critical thinking)	
<b>Big Question</b>	<b>What is above our heads?</b>					
<b>Connected Concepts</b>	<b>Cause &amp; Effect Power</b>	<b>Cause &amp; Effect Power</b>	<b>Cause &amp; Effect Power</b>	<b>Cause &amp; Effect Power</b>	<b>Cause &amp; Effect Power</b>	<b>Cause and Effect Power</b>
<b>Book Studies</b>	<b>The Wonderful World of Weather</b> 	<b>The Little Raindrop</b> 	<b>Blown Away</b> 	<b>A Rainbow of my Own</b> 	<b>The Stormy Day</b> 	<b>The Sun Shines Everywhere</b> 
<b>Children steering learning...</b>	I want to jump in puddles. EW Why does the weather change? CL	Where does the rain come from? AH I want to know about rain, why does it fall from the sky? CL	I want to feel the wind. GW Where does wind come from? LMS I want to fly a kite, I like flying kites. AH	I want to learn about rainbows and why they come. CL Does a rainbow happen when it rains? AH I want to make a rainbow. SH/GW	Does it rain in a storm? JB I want to hear the thunder. AH/PD I want to know why a storm is coming. LMS	When does the sun come up and go down? BB/CL Where is it sunny? LMS Is the sun in space? JM
<b>Other Key Literature</b>	Children's Atlas	Wilfred to the Rescue The Drop Goes Plop	Paper Planes How High is the Sky?	Sky Color The Big Black Book of Colour Colours	One Springy Day	The Easter Story
<b>Communication and Language –Listening, Attention and Understanding –Speaking</b>	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.  Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.  Use language to share feelings, experiences and thoughts.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.  Use a wider range of vocabulary that reflects the breadth of their experiences.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.  Develop pronunciation of sounds and multi-syllabic words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.  Use longer sentences of four to six words.	Use a wider range of vocabulary that reflects the breadth of their experiences. Weekly WOW Words.  To use the future and past tense as well as plurals.

	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p><b>Use language to share feelings, experiences and thoughts.</b> SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p><b>Use a wider range of vocabulary that reflects the breadth of their experiences</b> Develop our knowledge and use of Makaton - Weather.</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p><b>Use language to share feelings, experiences and thoughts.</b> SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p><b>Use a wider range of vocabulary that reflects the breadth of their experiences</b> Develop our knowledge and use of Makaton - Rain, Water</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p><b>Use a variety of questions</b> SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p><b>Use a wider range of vocabulary that reflects the breadth of their experiences</b> Develop our knowledge and use of Makaton - Wind, Storm</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p><b>Use a variety of questions</b> SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p><b>Use a wider range of vocabulary that reflects the breadth of their experiences</b> Develop our knowledge and use of Makaton - Rainbow, Sun</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p><b>Use a variety of questions</b> SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p><b>Use a wider range of vocabulary that reflects the breadth of their experiences</b> Develop our knowledge and use of Makaton - Lamb, Goat</p>	<p>Evaluate weekly how each of the concepts within our 'Big Question' link together.</p> <p><b>Use a variety of questions</b> SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Model asking 'who', 'what', 'where', 'why' and 'how' questions. Encourage the children to ask their own questions.</p> <p><b>Use a wider range of vocabulary that reflects the breadth of their experiences</b> Develop our knowledge and use of Makaton - Egg, Chick</p>
<b>Key Vocabulary</b>	Earth Seasons Change	Cycle Gravity Journey	Holi Speed Direction	Hopes Dreams Cause	Ramadan Beliefs Seasons	Easter Celebration Religion
<b>Personal, Social and Emotional Development</b> <b>-Self-Regulation</b> <b>-Managing Self</b> <b>-Building Relationships</b>	<p><b>JIGSAW SOW: Healthy Me. Make healthy choices about activity.</b> Everybody's Body. To understand that I need to exercise to keep my body healthy.</p> <p><b>Make healthy choices about activity.</b> Take part in our whole school daily WOW - The Walk to School Challenge. Count the number of children for each option. How do the numbers compare?</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p>	<p><b>JIGSAW SOW: Healthy Me. Make healthy choices about activity.</b> Healthy Me. We Like to Move it Move it! To understand how moving and resting are good for my body.</p> <p><b>Make healthy choices about activity.</b> Take part in our whole school daily WOW - The Walk to School Challenge. Record our methods of getting to school and compare to the previous week. How do the two weeks compare?</p> <p><b>Enjoy a sense of belonging through being involved in</b></p>	<p><b>JIGSAW SOW: Healthy Me. Make healthy choices about food and drink.</b> Food, Glorious Food. To know which foods are healthy and not so I can make healthy food choices.</p> <p><b>Make healthy choices about activity.</b> Take part in our whole school daily WOW - The Walk to School Challenge. Using the dashboard tool, observe how our class results compare to the rest of school.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p>	<p><b>JIGSAW SOW: Healthy Me. Make healthy choices about activity.</b> Sweet Dreams. To know how to help myself go to sleep and understand why sleep is good for me.</p> <p><b>Make healthy choices about activity.</b> Take part in our whole school daily WOW - The Walk to School Challenge. Using the dashboard tool, observe how our school results compare to the rest of the borough.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p>	<p><b>JIGSAW SOW: Healthy Me. Be increasingly independent in meeting their own care needs.</b> Keeping Clean. To wash my hands thoroughly and understand why this is important especially before I eat/after I go to the toilet.</p> <p><b>Make healthy choices about activity.</b> Take part in our whole school daily WOW - The Walk to School Challenge. Carry out a daily dash up and down the school path.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p>	<p><b>JIGSAW SOW: Healthy Me. Be increasingly independent in meeting their own care needs.</b> Stranger Danger. To know what a stranger is and how to stay safe if a stranger approaches me.</p> <p><b>Make healthy choices about activity.</b> Take part in our whole school daily WOW - The Walk to School Challenge. Celebrate our final week with badges.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b> Daily mindfulness session - Mindfulness with Dr Ranj.</p>

	<p>Daily mindfulness session - Mindfulness with Dr Ranj.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p> <p>Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p><b>Think Equal Programme- How We feel.</b></p> <p><b>Understand gradually how others might be feeling. Respond to the feelings of others, showing concern and offering comfort.</b></p> <p>-Name 2-3 emotions. -Recognise that everyone has feelings.</p>	<p><b>daily tasks and some new experiences.</b></p> <p>Daily mindfulness session - Mindfulness with Dr Ranj.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p> <p>Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p><b>Think Equal Programme- 'Healthy Minds B'.</b></p> <p>-Notice and name sounds. -Notice and name sensations.</p> <p><b>Think Equal Programme- Wally the Wave.</b></p> <p><b>Increasingly follow expectations, understanding why they are important.</b></p> <p><b>Remember expectations without needing an adult to remind them.</b></p> <p>-Name 'big' feelings. -Begin to demonstrate self-regulation and impulse control. -Demonstrate understanding that feelings change.</p>	<p>Daily mindfulness session - Mindfulness with Dr Ranj.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p> <p>Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p><b>Think Equal Programme- 'Healthy Minds B'.</b></p> <p>-Notice and name sounds. -Notice and name sensations.</p>	<p>Daily mindfulness session - Mindfulness with Dr Ranj.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p> <p>Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p><b>Think Equal Programme- I have a Plan.</b></p> <p><b>Understand gradually how others might be feeling. Respond to the feelings of others, showing concern and offering comfort.</b></p> <p>-Show ability to listen to others' words. -Demonstrate compassion for all creatures, animals and humans.</p>	<p>Daily mindfulness session - Mindfulness with Dr Ranj.</p> <p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p> <p>Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p><b>Think Equal Programme- The Wall.</b></p> <p><b>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</b></p> <p>-Understand similarities and differences. -Celebrate diversity and understand and accept others. -Collaborate to create a piece of group artwork. (Mutual Respect and Tolerance)</p>	<p><b>Enjoy a sense of belonging through being involved in daily tasks and some new experiences.</b></p> <p>Peer Massage - a sequence of movements carried out as a group. Listen to the relaxing music and focus on our breathing.</p> <p><b>Think Equal Programme- The Tale of Baby Beetroot</b></p> <p><b>Begin to ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</b></p> <p>-Recognise kind behaviour. -Celebrate diversity.</p>
<p><b>Physical Development</b> <b>-Gross Motor Skills</b> <b>-Fine Motor Skills</b></p>	<p><b>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow.</b></p> <p>Squiggle Whilst You Wiggle - The Hook Up (Left) using large paper to make marks.</p> <p><b>Continue to develop their movement, for example, balancing, running, jumping and climbing.</b></p> <p>GetSet4PE SOW - Ball Skills - Unit 1. Lesson One - Beetles: To develop rolling a ball to a target.</p>	<p><b>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow.</b></p> <p>Squiggle Whilst You Wiggle - The Hook Up (Right) using paintbrushes and water to make marks on the playground.</p> <p><b>Continue to develop their movement, for example, balancing, running, jumping and climbing.</b></p> <p>GetSet4PE SOW - Ball Skills - Unit 1. Lesson Two -</p>	<p><b>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow.</b></p> <p>Squiggle Whilst You Wiggle - The Downward Hook (Left) using chunky chalks to make marks.</p> <p><b>Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</b></p>	<p><b>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow.</b></p> <p>Squiggle Whilst You Wiggle - The Downward Hook (Right) using streamers and ribbons to make marks.</p> <p><b>Throw a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</b></p>	<p><b>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow.</b></p> <p>Squiggle Whilst You Wiggle - The Pre-cursive Spiral Down/Up using whiteboards and pens to make marks.</p> <p><b>Kick a stationary ball with either foot.</b></p> <p>GetSet4PE SOW - Ball Skills - Unit 1. Lesson Five - Caterpillars: To develop dribbling a ball with your feet.</p>	<p><b>Use large-muscle movements to wave flags and streamers, paint and make marks. Create lines and circles pivoting from the shoulder and elbow.</b></p> <p>Squiggle Whilst You Wiggle - The Pre-cursive Spiral Left/Right using pencils to make marks.</p> <p><b>Kick a stationary ball with either foot.</b></p> <p>GetSet4PE SOW - Ball Skills - Unit 1. Lesson Six: Spiders: To develop kicking a ball.</p>

	<p><b>Create lines and circles pivoting from the shoulder and elbow.</b> GetSet4PE SOW - Dance - Unit 1. Lesson One - Head, Shoulders, Knees and Toes: To explore different body parts and how they move.</p>	<p>Busy Bees: To develop stopping a rolling ball. <b>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</b> GetSet4PE SOW - Dance - Unit 1. Lesson Two - Head, Shoulders, Knees and Toes: To explore different body parts and how they move and remember and repeat actions.</p>	<p>GetSet4PE SOW - Ball Skills - Unit 1. Lesson Three - Ladybirds and Butterflies: To develop accuracy when throwing to a target. <b>Start taking part in some group activities which they make up for themselves, or in teams.</b> GetSet4PE SOW - Dance - Unit 1. Lesson Three - Transport: To express and communicate ideas through movement exploring directions and levels.</p>	<p>GetSet4PE SOW - Ball Skills - Unit 1. Lesson Four - Grasshoppers: To develop bouncing and catching a ball. <b>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</b> GetSet4PE SOW - Dance - Unit 1. Lesson Four - Transport: To create movements and adapt and perform simple dance patterns.</p>	<p><b>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</b> GetSet4PE SOW - Dance - Unit 1. Lesson Five - Morning Routine: To copy and repeat actions showing confidence and imagination.</p>	<p><b>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</b> GetSet4PE SOW - Dance - Unit 1. Lesson Six- My Journey To School: To move with control and co-ordination, linking, copying and repeating actions,</p>
<p><b>Literacy</b> <b>-Comprehension</b> <b>-Word Reading</b> <b>-Writing</b></p>	<p><b>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</b> Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.  <b>Look at and enjoys print and digital books independently.</b> Visit the library for a story time session and choose a book to take home. Review the book we read as a group, what are our opinions?  <b>Begin to be aware of the way stories are structured, and to tell own stories.</b> Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.  <b>Write some or all of their name.</b> Practice writing our names, beginning with the initial sound.</p>	<p><b>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</b> Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.  <b>Look at and enjoys print and digital books independently.</b> Visit the library for a story time session and choose a book to take home. Review the book we read as a group, what are our opinions?  <b>Begin to be aware of the way stories are structured, and to tell own stories.</b> Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.  <b>Write some or all of their name.</b> Practice writing our names, beginning with the initial sound.</p>	<p><b>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</b> Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.  <b>Understand the five key concepts about print.</b> Visit the library for a story time session and choose a book to take home. Ask the children to review their book, share these with talk partners.  <b>Begin to be aware of the way stories are structured, and to tell own stories.</b>  <b>Sometimes give meaning to their drawings and paintings.</b> Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.  <b>Write some or all of their name.</b></p>	<p><b>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</b> Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.  <b>Recognise familiar words and signs such a as own name, advertising logos and screen icons.</b> Visit the library for a story time session and choose a book to take home. Ask the children to review their book, share these as a group.  <b>Begin to be aware of the way stories are structured, and to tell own stories.</b>  <b>Enjoys drawing and writing on different textures.</b> Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.  <b>Enjoys drawing and writing on different textures.</b></p>	<p><b>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</b> Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.  <b>Recognise familiar words and signs such a as own name, advertising logos and screen icons.</b> Visit the library for a story time session and choose a book to take home. Leave a review of our group read for FS2 to find on their visit.  <b>Begin to be aware of the way stories are structured, and to tell own stories.</b>  <b>Attempt to write using combinations of lines, circles and letter type shapes.</b> Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.</p>	<p><b>Develop phonological awareness to spot and suggest rhymes and recognise words with the same initial sound.</b> Success for All Phonics - First Steps to Phonics. Alliteration/Voice Sounds.  <b>Recognise familiar words and signs such a as own name, advertising logos and screen icons.</b> Visit the library for a story time session and choose a book to take home. Find a review left by FS2 and read the book, share our thoughts.  <b>Begin to be aware of the way stories are structured, and to tell own stories.</b>  <b>Attempt to write using combinations of lines, circles and letter type shapes.</b> Tales Toolkit, using boxes to create class stories and fabric strip for independent storytelling.</p>

			Practice writing our names to sign our Mother's Day cards. Which sounds can we spot in our names?  <b>Engage in extended conversations about stories, learning new vocabulary.</b> Celebrate World Book Day.	Explore writing into a variety of different textures (E.g. water bubbles, bubbles)	<b>Write some or all of their name.</b> Practice writing our names, focusing on the sounds we can hear.	<b>Write some or all of their name.</b> Practice writing our names, focusing on the sounds we can hear.
<b>Mathematics -Number -Numerical Patterns</b>	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 3. Show 'finger numbers' up to 5. 'Show me' starter up to 3.  Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 3). Exploration of composition of numbers using counters.  Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers making number lines to 5.  Develop fast recognition of up to 4 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 3. Show 'finger numbers' up to 5. 'Show me' starter up to 3.  Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 3). Exploration of composition of numbers using counters.  Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers making number lines to 5.  Develop fast recognition of up to 4 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 4. Show 'finger numbers' up to 5. 'Show me' starter up to 4.  Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 4). Exploration of composition of numbers using counters.  Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers making number lines to 5.  Develop fast recognition of up to 4 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.  Toolkit - Correct or Not Correct.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 4. Show 'finger numbers' up to 5. 'Show me' starter up to 4.  Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 4). Exploration of composition of numbers using counters.  Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers using 5 frames - one more.  Develop fast recognition of up to 4 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.  Toolkit - Correct or Not Correct.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 5. Show 'finger numbers' up to 5. 'Show me' starter up to 5.  Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 5). Exploration of composition of numbers using images.  Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers using 5 frames - one more.  Develop fast recognition of up to 4 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.  Toolkit - Cover Up.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Up to 5. Show 'finger numbers' up to 5. 'Show me' starter up to 5.  Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers (up to 5). Exploration of composition of numbers using images.  Begin to recognise that each counting number is one more than the one before. Exploration of ordering numbers using counters - one more.  Develop fast recognition of up to 4 objects, without having to count them individually ('subitising'). Encourage children to subitise when comparing groups of objects and in a range of contexts in the environment.  Toolkit - Cover Up.
<b>Understanding the World</b>	Comments and ask questions about aspects of	Talk about what they see, using a wide vocabulary.	Comments and ask questions about aspects of	Comments and ask questions about aspects of	Continue developing positive attitudes about the	Continue developing positive attitudes about the

<p><b>-Past and Present</b> <b>-People, Culture and Communities</b> <b>-The Natural World</b></p>	<p>their familiar world, such as the place where they live or the natural world. Observe the weather at the beginning of each day. How does it change throughout the day/week? Record our findings with symbols in a chart.</p> <p>Use the atlas to explore the different countries in the world. How is the weather similar/different all over the world?</p>	<p>Explore the different stages of the water cycle. What happens at each stage?</p> <p><b>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b> Observe the weather at the beginning of each day. How does it change throughout the day/week?</p>	<p>their familiar world, such as the place where they live or the natural world. Observe the weather at the beginning of each day. How does it change throughout the day/week? Record our findings with symbols in a chart.</p> <p>Create our own 'Wind Wands' to investigate the direction of the wind.</p>	<p>their familiar world, such as the place where they live or the natural world.</p> <p><b>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</b> Observe the weather at the beginning of each day. How does it change throughout the day/week? Record our findings with photographs.</p>	<p>differences between people by knowing some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Celebrate Ramadan. Explore key stories and traditions and share personal experiences.</p> <p><b>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b> Look at the weather forecast for the week. Is the forecast accurate?</p> <p>Celebrate the first day of Spring. Go on a welly walk to spot the signs of Spring.</p>	<p>differences between people by knowing some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Celebrate Easter and Holi. Explore key stories and traditions and share personal experiences. (Religion or Belief) (Mutual Respect and Tolerance)</p> <p><b>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</b> Compare the weather forecast for this week with different areas around the country. Is the weather always the same across the country? How does this compare to other months in the year?</p>
<p><b>Expressive Arts and Design</b> <b>-Creating with Materials</b> <b>-Being Imaginative and Expressive</b></p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 1 - Learn to sing and play Old Macdonald</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 2 - Learn to sing and play Incy Wincy Spider</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Explore colour and colour mixing.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 3 - Learn to sing and play Baa Baa Black Sheep</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Artist study - Claude Monet: The Artist's Garden at Giverny (1900)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 4 - Learn to sing and play Row, Row, Row Your Boat</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Artist study - Claude Monet: Garden at Sainte-Adresse (1867)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 5 - Learn to sing and play The Wheels on the Bus</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Artist study - The Beach at Sainte-Adresse (1867)</p>	<p>Explore and learn how sounds and movements can be changed. Charanga - Our World - Step 6 - Learn to sing and play The Hokey Cokey.</p> <p>Enjoy joining in with moving, dancing and ring games. Performs nursery rhymes independently and in a group.</p> <p>Artist study - Bouquet of Sunflowers (1881)</p>

	Artist study - Claude Monet: Impression, Sunrise (1872)	Artist study - Claude Monet: The Water Lily Pond (1899)				
<b>Key Composers</b>	Louis Armstrong	Sarah Vaughan	Frank Sinatra	Nat King Cole	Carmen McRae	Ray Charles
<b>Enhancements Visits and Visitors</b>				Visit from the 'Eco group' WK beg 11.03.24		
<b>Parental Engagement</b>					Book Fair 18.03.24-20.03.24 Parent Consultation meetings 19.03.24 and 21.03.24 E-Safety Workshops 20.03.24 9.00-10.00am or 2.00-3.00pm	
<b>Whole School and National Events</b>		Break the Rules day for Turner Syndrome 28.02.24	World Book Day 07.03.24 Mother's Day 10.03.24	British Science Week 11.03.24 Comic Relief Dance-a-thon 15.03.24		Easter Sunday 31.03.24

Progression of knowledge and skills are shown horizontally across the half term. The different areas of learning are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.